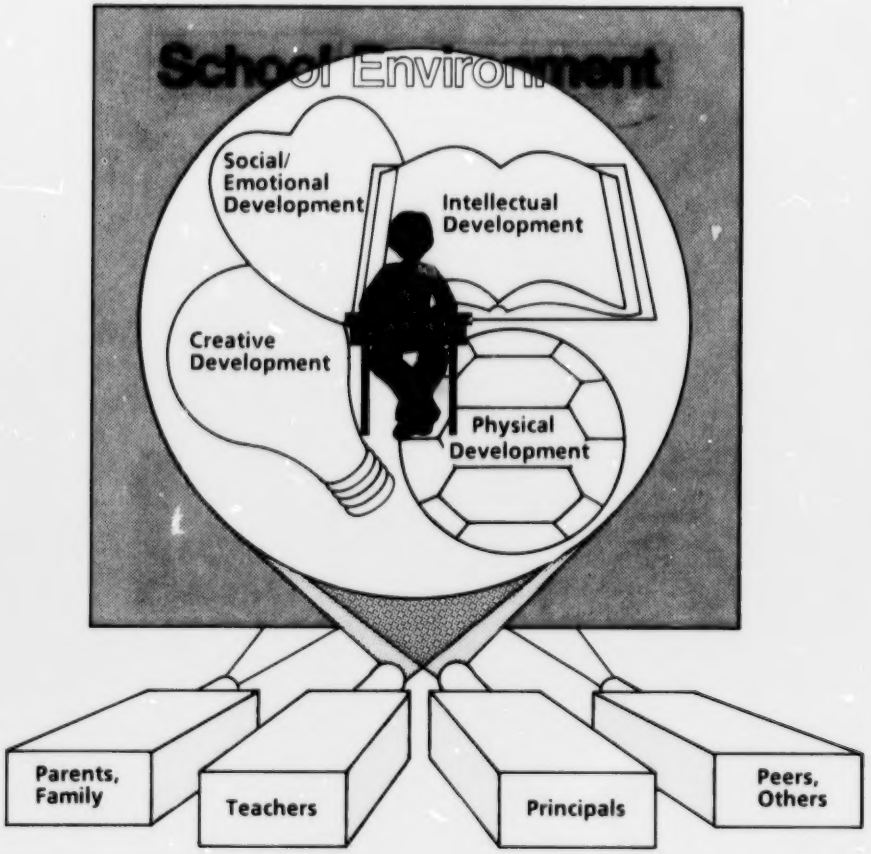
TRANSITION TO SECONDARY SCHOOLING



A Monograph of Ideas for Principals and Teachers

Alberta Education
Student Programs and Evaluation Division
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FOREWORD

Alberta Education recognizes the importance of providing assistance to principals and teachers in easing the transition of students into secondary schooling. The document entitled, **Secondary Education in Alberta: Policy Statement, June 1985**,[1] indicated that "Grade 7 will be considered a transitional year in which students are provided opportunities to consolidate their basic skills and address any problems in language arts and computational skills."

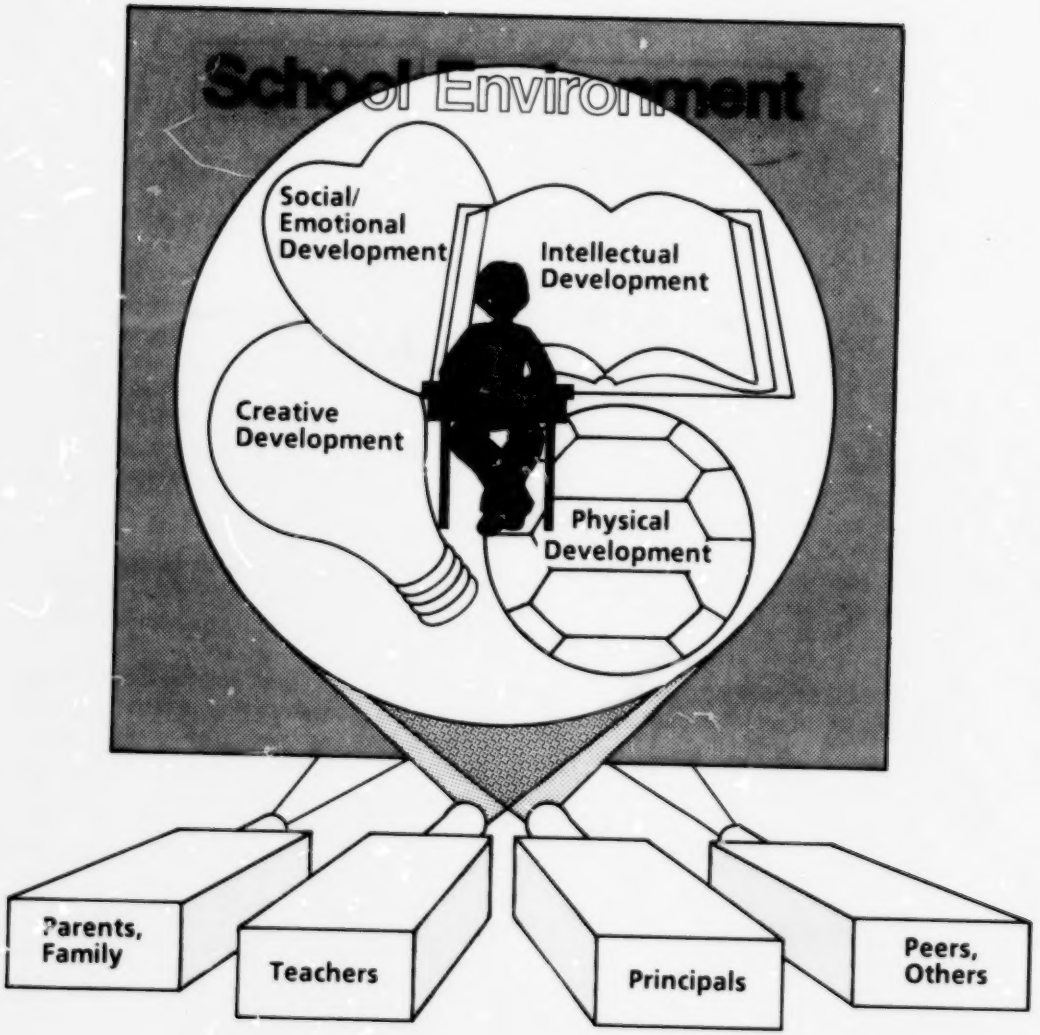
This monograph is intended to be used as a catalyst. It can serve as a starting point for discussions among principals and teachers, as they establish expectations for students and create the learning atmosphere in schools.

This document began with an extensive survey of the literature on transition in schooling. Subsequently, a committee assisted in collecting and developing useful suggestions to aid the transition process. Finally, a number of school staffs throughout the province reviewed the document to clarify, comment upon and add to the information already gathered. The monograph is offered now as an affirmation of the significant role which principals and teachers play in the lives of students.

ORGANIZATION OF THE MONOGRAPH

The monograph is organized into three parts, with a reference section and appendices:

- The Introduction outlines the purpose of the handbook.
- The second part introduces the concept and process of transition. Two figures are provided which summarize the significant aspects of transition.
- The most extensive part, the third one, deals with facilitating transition. This part focuses on three areas: 1) school environment - from elementary to secondary schooling, 2) developmental changes in students and 3) meeting individual differences. Specific ideas and suggestions are provided to ease transition for all students and, thereby, maximize opportunities for students to make the best use of their time at school.
- The appendices contain a series of checklists for principals and teachers, a glossary of terms, and a selected annotated bibliography.



CONCEPT OF TRANSITION
FIGURE 1

INTRODUCTION: PURPOSE OF THE MONOGRAPH

This monograph has been developed in response to the reference in the **Secondary Education in Alberta: Policy Statement, June 1985**[1] which identified the need for assistance to some students in their transition from elementary to secondary school.

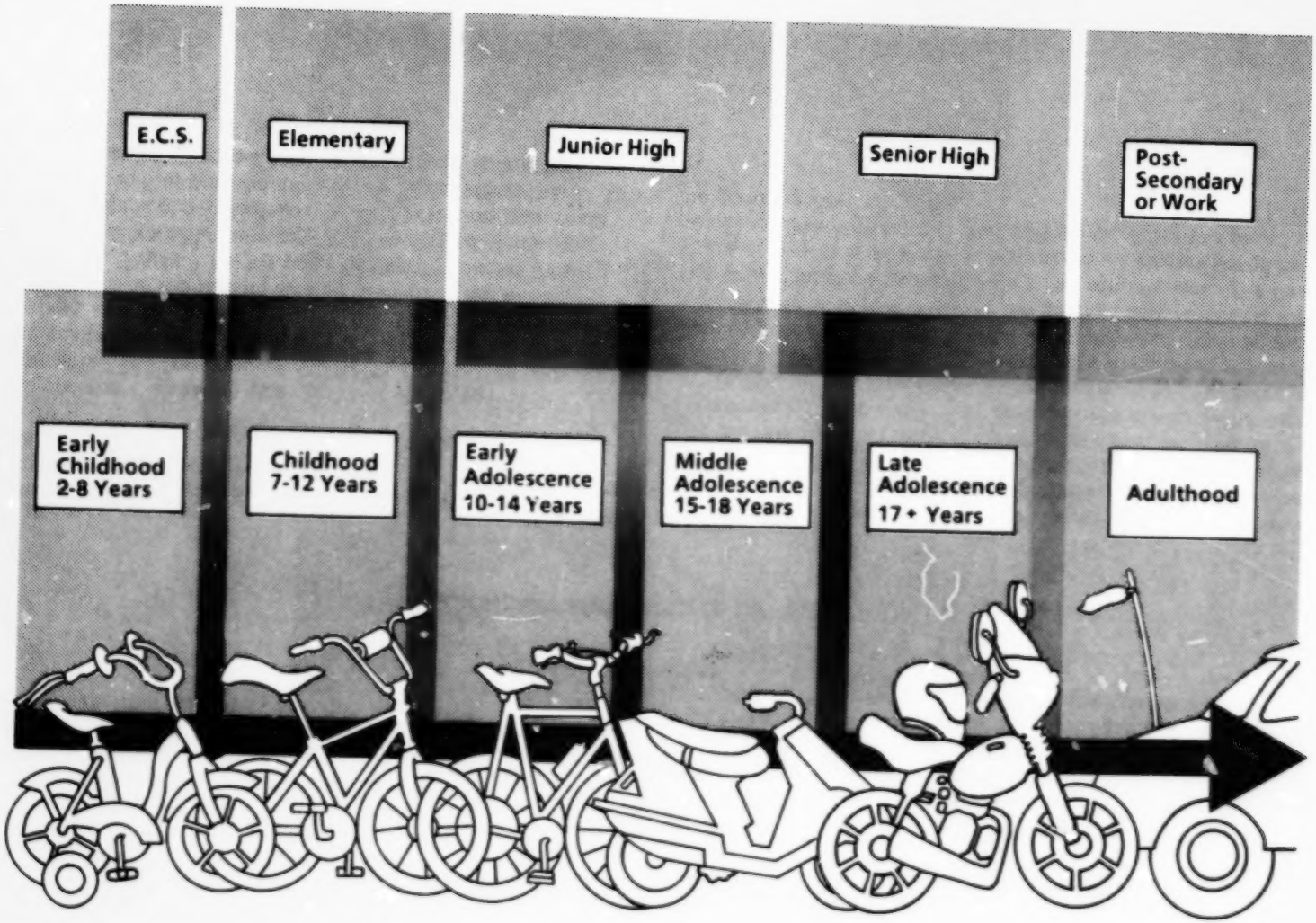
This resource provides principals and teachers with an understanding of the concept and process of transition. Intended as an affirmation of effective teaching, it suggests some creative ways which teachers have found that will enable educators to facilitate students' transition into and through some of the early secondary grades.

THE CONCEPT AND PROCESS OF TRANSITION

In education, the concept of transition is widely accepted and well documented. However, like many concepts, it means different things to different people.

In this document, transition as a process involves two major components. The first component considers the school environment as the student moves from school to school, usually elementary to junior high, and the second deals with the developmental changes that take place as the student evolves from childhood to adolescence. Figure 1 (on the previous page) illustrates these components of transition as a concept. The diagram shows four significant groups of people projecting their influence on students' development as they proceed through the school environment. This monograph places emphasis on two of these groups, teachers and principals.

Transition is not a single event, but a normal, continuous process experienced by all students as they progress into and through the secondary school years. Based on principles of child development and the context within which learning takes place, the process of transition has the potential to ensure continuity in successful learning. For some students, however, it will be necessary to consolidate or enrich basic knowledge and skills if they are to continue successfully with the instructional program or be sufficiently challenged by the requirements of school. Figure 2 (on the next page) indicates the transitions that students experience in the school years. The focus of this document is on the early and middle adolescent period as it relates to junior high school. The diagram highlights this period with the corresponding school period.



PROCESS OF TRANSITION
FIGURE 2

1. SCHOOL ENVIRONMENT: ELEMENTARY SCHOOL TO JUNIOR HIGH SCHOOL

While adolescents are changing developmentally, they must often simultaneously move within the school system. This includes moving from elementary to junior high school, from one school to another or from one school system to another, and eventually from junior to senior high school. (Students who attend schools which offer instruction from kindergarten to Grade 9 do not have to make the physical move from an elementary to a junior high school.)

These moves may be accompanied by a change in philosophy in terms of teaching methods and learning expectations. The types of skills and abilities needed to be successful in school change to some extent as the nature of school tasks changes between elementary and junior high school, and then changes again between junior and senior high. In addition, students often proceed from one or few teachers at the elementary level to a greater number of teachers at the junior high level. Here the student must make many choices from a variety of courses, new educational programs and a variety of learning environments. Students are required to make decisions in selecting complementary courses. Complementary courses, in the junior high school years, are geared toward exploration and experimentation. One three-year sequence of courses is encouraged so that students can understand what it is like to study in depth as well as breadth. In the senior high school though, selection needs to be based on developing competencies and educational, career or recreational interests. Students need people and programs within the school system that are responsive to their needs.

Teachers, counsellors, principals and parents who are sensitive to the developmental and educational needs of students can assist them in making informed and useful choices regarding courses and activities, and can ease the possible confusion and stress caused by the array of alternatives and changes.

2. DEVELOPMENTAL CHANGES

Although the concept of transition can be applied to a number of periods in the development of children, adolescence is unquestionably a significant time of growth and development. Within the context of schooling, adolescence may be viewed as two distinct but overlapping periods: early adolescence (ages 10-14 years) and middle adolescence (ages 15-18 years). The late adolescent will make the transition from school to job or post-secondary education and from adolescence to adulthood. These are times when students undergo significant and often rapid changes in their physical, social-emotional, intellectual and creative development. Individual differences in level and rate of development are considerable at this time, particularly during the early adolescence period.

EARLY ADOLESCENCE (10-14 YEARS)

Social/Emotional: This is a time when the sense of identity is changing and greater independence from the family occurs. Affiliation with the family is gradually complemented by the need for companionship and acceptance by peers, is demonstrated by a prevalence of social cliques and emphasized by the importance of the peer group. Emotions are strong and, at times, volatile, as the adolescent seeks appropriate expression and outlets. The adolescent applies thinking skills already learned in the elementary years to learning in the social domain.

Physical: Physical changes are an obvious feature of this developmental period. Adolescents must contend with rapid skeletal development, characterized by accelerated and frequently uneven growth. The two halves of the body may grow unevenly. Hands and feet tend to lengthen before arms and legs, while the torso is the last to undergo a growth spurt. This may affect the sense of balance, giving rise to the so-called "klutz" syndrome. With the onset of puberty, there is the development of secondary sexual features. As adolescents attempt to adjust to these changes, they frequently become overly concerned with their physical appearance, experiencing feelings that range from pride to anxiety.

Intellectual: Early adolescents can think logically about things and events in everyday experience. They use a "linking" type of reasoning - joining one thing to another. Since students can coordinate two sources of information, they can mentally reverse actions and see a second viewpoint. Students have been developing these mental skills since Grade 2. Most students continue to use these skills throughout junior high school. With adolescence, however, students become able to undergo a transformation in thinking processes. They are not as concrete in thinking skills as children, but still need concrete representations and other contextual aids to understand abstract concepts. Through learning to use more differentiated and analytical forms of thinking, early adolescents can move away from concrete, experienced-based thinking to more abstract representations of concepts and ideas. See **Students' Thinking**[2] for further explanation.

MIDDLE ADOLESCENCE (15-18 YEARS)

Social/Emotional: In middle adolescence, students continue their interest in, and analysis of, themselves and their peers. They become more interested in the cpposite sex. They understand that psychological factors shape motives, actions, thoughts and feelings. Students come to understand personality as a system of traits, beliefs, values and attitudes. They compare themselves with the ideal self they dream of being. Understanding and developing positive ways to deal with their emotions are critical skills for adolescents.

Physical: There is generally a levelling out of physical development in middle adolescence. Puberty is completed for most students during the senior high years. The change in shape and size of the heart and lungs has resulted in increased endurance. Girls generally will begin and end puberty two years ahead of boys. Often, students' physical development affects their social positions in relation to their peers. This in turn affects how they feel about themselves. Overall, it is important that physical education programs promote health and fitness goals for all students, not only the physically gifted.

Intellectual: Many middle adolescent students start to use more conceptual and propositional thinking in some subject areas. For example, a student may develop abstract thinking skills in science and mathematics, but not in English or social studies. Students developing abstract thinking become able to coordinate more than two sources of information. The middle adolescent should be encouraged to represent ideas in terms of hypotheses and possibilities. A variety of methods of presentation will be needed to accommodate the varied needs of all students and to develop creative thinking skills.

3. MEETING INDIVIDUAL DIFFERENCES

Students whose academic achievements do not match their abilities run the risk of underachievement in their current placements. These students need to be identified and they must receive additional assistance if they are to achieve appropriately in school.

Emphasis should be placed on the need for careful assessments, monitoring of students' progress, systematic observations, regular reviews of instructional approaches used, appropriate use of elective component of courses, appropriate placements and careful follow-up. Coordination of services, combined with team communication and flexibility of scheduling, is essential.

Students who underachieve in academic areas should also be offered non-academic areas in which to prove their worth. Self-esteem at this age can be very fragile. Complementary courses and extra-curricular activities can be explored for avenues to address this need.

In summary, adolescence is a time of adjustment, but also a time of discovering new strengths and abilities. It is a period when students are in the process of integrating all these emerging potentials into a unique sense of self, and are developing life goals that are consistent with their interests and abilities. Some students may require enrichment or consolidation of basic knowledge and skills to continue successfully throughout the secondary years.

FACILITATING TRANSITION

Key Agent

The teacher is the key agent in providing a supportive, sensitive and facilitative learning environment.

Taking into consideration adolescent needs, this part of the handbook provides some practical suggestions regarding how to assist students in the move from elementary to junior high and in the consolidation of basic skills.

Organization of this part of the monograph

Section I outlines activities and programs that can take place within the school.

Section II deals with adolescents' developmental changes and outlines some activities that can take place within the classroom.

Section III outlines activities and programs that can be implemented to assist the "at-risk" student in consolidating basic skills and knowledge. Also outlined are activities to assist in providing the enrichment required by some students.

1. SCHOOL ENVIRONMENT: ELEMENTARY SCHOOL TO JUNIOR HIGH SCHOOL

Whatever else schools can and should accomplish, their primary purpose is instructional. To realize better educational opportunities for all students, emphasis must be placed on effective instruction. Students, parents, teachers and principals all share responsibility for students' learning. Since the school provides the environment in which instruction occurs and learning takes place, each principal, assisted by the professional staff, must assume a significant responsibility for success or failure in student learning.

While there is no consensus on the specific effects of changed delivery structures and teaching methods at the secondary level, there is agreement that abrupt changes can be harmful to some students. From the literature on effective schooling and a review of documented practices, the following ideas are suggested to ease the transition from the elementary to the junior high school.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
1. The school must identify clear goals and insist on high but reasonable expectations for student achievement, and verify and ensure that these are understood.	Establish and maintain an effective communication system among educators, students, parents and relevant community members.	Take a leadership role in establishing a process for identifying clear goals and for specifying expectations which will be shared among the professional staff and other relevant community groups. The communication of the goals and expectations should be an integral part of this process.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
2. Plan, organize, and adapt the curriculum in each school to meet the educational needs of all students.	Provide a strong core of courses along with a challenging set of complementary courses to build a well-articulated instructional program. The choice of complementary courses should be based on the students' needs and interests.	Assist students in making informed choices in their course selection by having teachers and counsellors cooperate in the presentation of information to them. Prepare a booklet for students describing courses available, course content and implications for senior high school programs.
	Arrange to integrate subject matter horizontally, within each grade level, especially across subject areas considered essential to acquiring a broad general education.	Language arts and social studies could be taught jointly as one "humanities" block. Two or more courses could be taught by one teacher where staff has the willingness and professional expertise to do so. Conceptualizing a course in a new way can help a teacher to think through the subject as the new learner must do. Use the process dimension to integrate subjects. For example, thinking skills and strategies can be used as an integrating strand across all subjects.
3. Assist elementary teachers and principals to prepare students for entry into junior high school by establishing links between the elementary and junior high schools.	Initiate and foster effective communication strategies for informing teachers and principals in feeder schools about the goals of the secondary school and the expectations for student achievement.	Arrange scheduled meetings with the instructional staff of the elementary schools to provide the information needed to effect a smooth transfer for students entering Grade 7. Updated cumulative files can assist with this. Prepare information on school programs as well as on the availability of professional assistance for the students. Have counselling and public health services inform instructional staff of potential "at-risk" students, those with medical problems, and children with other special needs.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
3. continued		The three major dimensions needed to create an atmosphere that enhances student learning are: common mission, an emphasis on learning, and a climate conducive to learning. Explore the attributes of each dimension with the school staff in order to create a more effective school. Use (with permission) Grade 7 students' journal entries on adapting to junior high with Grade 6 students. Returning Grade 7 report card grades to Grade 6 teachers (with permission of parents and students) can help elementary teachers to see how the junior high programs affect different students. Lists of marks can be easily sent if report cards cannot be sent. A school handbook also gives some information to Grade 6 teachers.
4. Assist junior high teachers to prepare to meet the needs, interests and learning styles of incoming students.	Organize opportunities for junior high staff members to be informed about incoming students by the elementary teachers.	Use organizational days at the beginning of the school year for elementary and junior high staffs to share information.
5. Prepare students by providing them with the information needed for entry into the junior high school.	Encourage school counsellors and other support staff to visit feeder schools to discuss matters of interest to students about to enter the secondary school.	Information regarding the junior high school can include the following: a. general overview of school (slides can be useful) b. the courses available, including core and complementary c. teacher expectations and schedules, with emphasis on the need for self-motivation and discipline d. presentation of a school handbook that includes activities, report cards, semester system, discipline policies, sports, clubs and the social aspects of school.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
5. continued	Assist students to find an acceptable place among new peers, to meet the academic and behavioural standards of the grade level, and to be accepted as a member of the class.	Give incoming students a tour of the school early in the spring or in May or June, providing the opportunity to meet the staff and students. The "buddy" system could be used for this tour. Organize a structured activity at the beginning of the year which would allow incoming students to interact in a positive way with Grade 8 and 9 students. Assign new students to a peer or older student who is familiar with the school and is willing to help the new student "fit in"(the buddy system). Have teachers move between classrooms instead of students for at least the Grade 7 core subjects so that students feel comfortable. Establish communication links between the students in Grade 7 and those in Grade 6 for the purpose of discussing attitudes and skills needed for them to succeed in the junior high school. Balance homework expectations and examinations in different subjects so that students' workloads are equitable and even.
	Assist students in making informed choices regarding complementary courses.	Provide comprehensive guidance and counselling services to assist students in personal, educational or career decisions. Involve parents in these decisions wherever possible. Provide complementary courses appropriate for exploration at the Grade 7 level. As students advance, place less emphasis on exploratory courses and more on courses that reflect specific educational, career or recreational interests and/or needs.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
5. continued	Encourage students to develop effective study skills.	In discussion with parents and students, enunciate a home study policy to fit the educational needs of students. Encourage monitoring by parents. Build study skills into course materials. Adapt teaching techniques to include study skill instruction as an integral part of courses. Assess study skills directly. Prepare a handbook of study skills for all students.
6. Provide additional assistance to students experiencing major academic deficiencies.	Develop a specific instructional plan to address student difficulties.	Arrange for the effective use of resource teachers and peer tutoring.
7. Assist parents and guardians to become acquainted with the junior high school.	Establish an effective public relations program between the school and parents.	Arrange an "awareness night" opportunity for students entering Grade 7 or for other new students and their parents. Arrange to publish newsletters regularly to inform parents on matters of interest to them regarding the opportunities available in the school and the expectations of achievement. Arrange periodic meetings with new students and their parents to help monitor the success of the students' transition.
8. Recognize and reward academic success as well as other areas of student activity.	Place emphasis on maximum achievement.	Encourage participation in activities such as science fairs, future problem-solving programs and debating. Post honor roll lists after each reporting period. Devise rewards for students who work hard to succeed despite average or lower ability.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
9. Assist students to develop effective information retrieval and study skills.	Arrange for the school librarian to assist teachers in teaching and application of information retrieval and study skills.	Devise assignments for students which extend their awareness of the library and its resources. Arrange for the librarian to assist teachers in preparing for teaching units and in helping students to apply the study and research skills taught in class. Evaluate study techniques through granting marks for intermediate steps demonstrating use of information retrieval and study skills. Make study skills instruction an integral part of all courses through the year.

SUMMARY

While not exhaustive, these suggestions do represent a number of ways principals can facilitate a positive orientation for students who leave the elementary school and enter the secondary system. Elaboration and expansion of these ideas can be seen currently in many of Alberta's secondary schools. Their implementation and success are enhanced by the innovation and creativity of each school's staff and administration. Effective transition also involves interaction between schools and the home. This communication is necessary so that students can understand their options, and can make appropriate decisions that will allow a diversity of experiences while still providing for the development of specific interests.

2. DEVELOPMENTAL CHANGES

This section suggests what the teacher as the key agent in the classroom can do, to ease transition in the following key developmental areas: social/emotional, physical, intellectual and creative. It describes some strategies and examples of how they might be carried out. Teachers will recognize the need to use sensitivity in the implementation of these strategies.

a) EARLY ADOLESCENCE

Social/Emotional Growth

Students' perceptions and feelings about themselves are powerful influences on their behaviour. The teacher's awareness and acceptance of the social/emotional needs of the adolescent can greatly assist students in developing a healthy self-image, an internally consistent value system, and an appropriate outlet for expressing emotions.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
1. Develop a trusting relationship with students.	Show interest in students as individuals and not only as part of a class.	Make a point of being in the doorway of the classroom to greet each student with a smile and a friendly word. Greet students in hallways and get to know their interests via camping trips and other social activities such as cultural exchange programs. Use dialogue journals to get to know students quickly in September.
2. Assist students to develop positive images of themselves.	Suggest and initiate activities that will highlight the strengths and abilities of the students.	Encourage student involvement in sports, school council, other clubs and community groups to enhance interests, abilities and competencies.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
2. continued		Vary in-class activities so that, depending on their strengths, all students can shine or be in the spotlight at some point (perhaps via such activities as art, drama, music, or writing).
	Provide positive feedback and constructive criticism for student efforts.	Theme I (sub-theme A - Self) of the Junior High Health and Personal Life Skills curriculum for Grades 7, 8, and 9 deals with self-awareness and acceptance . Themes in language arts can also deal with this.
	Encourage or allow students, when appropriate, to discuss their self-perceptions with a school counsellor as well as the teacher.	Counselling services and staff can provide opportunities for all students to discuss self-perceptions related to academic performance and feelings toward others.
3. Assist students to identify, understand and accept their personal strengths and weaknesses.	Accept the students' strengths and weaknesses.	Comment positively and specifically on activities and accomplishments of students. Discuss how handicaps can affect self-concept. Invite speakers representing the hearing and sight impaired and other exceptional groups.
		Have students complete a personal inventory such as, "Three Things I am Proud Of," "Three Qualities People Like About Me," and "Three Skills I Possess."
	Suggest that students discuss personal matters with a teacher and/or the school counsellor when necessary.	

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
4. Assist students to express their emotions appropriately.	Incorporate "peer support counselling" into programs.	Peer support counselling, a self-help program, uses students to provide emotional support, encouragement and academic tutoring to other students.
	Discuss openly the social and emotional changes that adolescents experience.	In health and personal development and language arts, focus on major topics such as self-awareness, criticism, peer pressure/comparisons, social interaction, values, ethics and morality.
	Discuss students' emotional volatility.	Students need a forum to discuss how they feel to come to terms with their own volatile emotions.
	Provide a framework for open and exploratory discussions.	Encourage students to express "different" feelings freely, but discourage negative peer reactions. Create an "open" climate by involving all class members in the discussion.
		Role-playing activities can model appropriate emotional expressions.
5. Encourage students to interact with teachers and peers.	Use cooperative learning techniques.	Cooperative learning techniques can improve self-esteem and motivation as well as achievement.
	Discuss appropriate ways to express emotions when engaged in sports, creative arts, debates, classroom discussions, disputes and controversial issues.	Discuss and document the advantages and disadvantages of expressing emotions in various ways.
		Foster student skills in due process and self-representation. Students should be able to represent themselves assertively and politely. Students should have available avenues of appeal if they feel they have been treated unfairly, and they need to be taught the skills to access appeals procedures constructively.
	Initiate activities that provide an accepting, safe, consistent and non-judgmental atmosphere in the classroom.	Involve students in the process of establishing classroom rules and defining consequences of ignoring those rules.
		Encourage students to work in heterogeneous teams or groups.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
6. Encourage students to examine and discuss their values within the context of the home, school and society.	Discuss social rules, peer and parental expectations, and how these contribute to the development of personal values and ethics.	Use examples of school rules, home rules and local and provincial laws. Describe commonly held values such as honesty, fairness, justice, tolerance, kindness, forgiveness, loyalty, and commitment to democratic ideals. The Grade 8 Ethics course can later provide another focus for this.
	Encourage students to examine critically various aspects of pertinent social issues.	Discuss why people prefer to "live on the streets" rather than take advantage of public assistance. Discuss violence in sports. Explore accomplishments of individuals such as Albert Schweitzer and Mother Theresa. Explore altruism, including the pros and cons of devoting one's life to the benefit of others.
7. Develop a consistent approach or program within the school to teach affective and social problem-solving skills to students.		This program can be an outgrowth of the junior high health program, diffused through the whole school or it can be a specific program to teach affective skills. Many of these programs are commercially available.

Physical Growth

Adolescence is a time of physical growth, and awkwardness is often typical. The onset of puberty results in voice changes and muscular development in boys, and menses and more rounded figures in girls. These changes can often result in self-conciousness and embarrassment. The teacher's understanding of these changes and encouragement to participate in physical activities can assist students to accept and cope with these developments.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
1. Be sensitive to students' physical changes.	Be aware of the physical changes that adolescents experience.	Themes IV and V of the Grade 7 Junior High Health and Personal Life Skills curriculum deal with body knowledge and care.
	Take physical changes into account when planning classroom activities.	Avoid putting students into potentially embarrassing situations such as reading aloud when voices are changing and sudden "cracks" are likely.
	Discuss the physical development and changes in adolescence.	Where appropriate in the classroom context, discuss muscular and skeletal growth, and puberty with its resulting physical and emotional changes such as hormonal changes and mood swings. An open classroom atmosphere facilitates discussion of issues which concern students.
	Encourage involvement in, or provide activities for, a variety of strength and endurance levels. Use these levels to accommodate students of varying interest, ability and growth.	Exercise care in selecting synchronized activities such as gymnastics for those who are undergoing growth spurts. Avoid over-training of under developed limbs. Community sports and activities can add to the amount of exercise a young athlete receives at school. Over-training can cause stress injuries.
2. Assist students to understand and cope with their physical changes.	Encourage students to discuss perceptions of their physical changes and to pursue activities that will enhance developing strengths and abilities.	In language arts, use stories that deal with normal changes and/or physical problems. The theme unit, "Mirror, Mirror" in **Responding to Reading, Level A**[3] can provide one resource for this.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
2. continued		Use dialogue journals, or daily journals, as a forum for students to express their ideas and perceptions. **Bridges I**[4] contains a chapter on writing journals.
	Provide, or encourage involvement in, a variety of activities including personal fitness programs, team and individual sports.	Activities such as coaching, refereeing and/or participating in biking, hiking or orienteering are also appropriate.
3. Assist students to develop positive images of their bodies.	Encourage students to pursue physical activities that create a sense of accomplishment and success.	Team and individual sports as well as dance can contribute to a sense of physical well-being.
4. Assist students to become physically fit.	Provide, or encourage involvement in, activities that introduce many physical fitness possibilities.	Students need to become aware of the extensive array of physical fitness alternatives that can become an integral part of their life-styles.
5. Encourage students to interact with peers.	Emphasize the "enjoyment" rather than the competitive aspect of participation.	Use divisions in intramurals to ensure that <u>all</u> students have the opportunity to participate.

Intellectual and Creative Growth

The adolescent can be moving away from concrete thinking toward more sophisticated forms of abstract and logical thinking. A variety of classroom activities can facilitate and stimulate intellectual growth.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
1. Provide new experiences that build on earlier learnings.	Use previously learned principles and concepts to build new concepts and knowledge.	Use stories to explain abstract concepts in history. Use money and purchasing to explain fractions and percentages. Have students measure items in the classroom in order to begin understanding geometry.
2. Encourage the use of many kinds of thinking and learning skills.	Design learning activities that provide concrete representations of abstract concepts. Base learnings on the manipulation of tangible objects and the use of simple abstractions.	Use models, pictures, diagrams and analogies to represent concepts and encourage mental images. For example, use local geography, demography, and politics of hamlets, villages, towns and cities to explore the more complex interactions of the "Global Village."
	Involve students in direct experience as much as possible.	Subjects such as science and mathematics are best taught through concrete experiences. Concrete aids are useful in all subjects.
	Allow students to practise language skills, both written and oral, and encourage creative expression whenever possible.	Use experiments, simulations, role playing, and field trips. Write and mail letters to newspapers about public affairs, or to companies about consumer issues. Prepare a skit or play.
	Use community resource people to reinforce new ideas and experiences.	Adolescents appreciate learning from the experience of others. Consider a "mentorship program" in which local experts assist in encouraging and challenging students' thinking.
3. Assist students to formulate hypotheses and develop ideas.	Use classifying, ordering and networking to explain simple and complicated concepts.	History emphasizes chronological ordering, while many sciences will best be taught using a classification, as well as a "cause and effect" approach.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
3. continued		In language arts, plotting the interaction of characters will often allow students to visualize and understand a complicated story structure. In science, set up specific problems and encourage students to propose their own ideas, then test these ideas.
4. Accommodate students with differing intellectual needs.	Limit or extend the number of concepts and elements presented during an instructional period.	Provide opportunities for students to prepare their own "concept maps" and classification schemes based upon what they have learned. A "concept map" is a visual diagram of ideas and the relationships of those ideas in a lecture or section of text. A fall workshop for teachers on instructional planning (after they know their students somewhat) can assist them in accommodating individual differences.
	Present the elements of a concept in sequence, linking each element to the one previously learned.	For example, taxation can be linked sequentially to an individual desire for services (e.g., LRT, festivals, garbage collection, police), an understanding of services provided (roads, judicial system, social services) and an ability to pay for what is desired (taxation). Further relationships (government, politics, etc.) can be based on the linking of individual elements.
	Students are "now" oriented. Ensure that discussions of the past and future include links to the present.	Study historical events and then do a follow-up study of the consequences of the events, e.g., the division of Berlin, and the existence of "The Wall." Use story methods to assist students to visualize events in the past or the future.
5. Accommodate students with different styles of learning such as visual, auditory, kinesthetic, and symbolic/abstract.	Provide for different ways of working with information, such as discussion, application to new situations, solving practical problems, drawing, visualization, simulations and role playing.	Provide for different kinds of sensory input through the use of visual, auditory and hands-on activities. Overlap experience in different modes. Vary activities through which students must demonstrate understanding.

b) MIDDLE ADOLESCENCE

As at younger ages, students need opportunities to solve problems creatively and to express their individuality using a variety of media. Very few students in Grade 7 will be at the middle adolescence stage in intellectual development. However, to stimulate their intellectual development, the following ideas are presented:

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
1. Encourage thinking based on abstractions and conceptualizations.	Have students propose hypotheses, analyze possibilities, propose alternatives and critique results.	Base discussions on questions which require students to transform information and to build a variety of representations. Students may need training in understanding, answering and asking these types of questions.
2. Encourage the critical analysis of concepts and ideas.	Present material in the form of questioning, analyzing, discussing and debating, rather than lecturing.	In note taking, stress the paraphrasing and concept mapping of orally presented material. This requires the student to understand in order to transform the information given.
	Allow students discussion time for understanding concepts.	Review concepts in class after 24 hours. Let students use the concept to fill in discussions.
3. Recognize and appreciate the creativity in students.	Deliberately teach the skills of creative thinking.	Expect and encourage the application of creative thinking and expression in all subject areas.
4. Encourage creative thinking and problem solving.	Ask open-ended questions that generate more than one answer.	Ask students, "What would happen if...?" or "How many ways do you think...?"
	Pose problems that have multiple solutions.	In language arts, have the students develop new endings for a story, or create unique metaphors and similes. In science, have students solve concrete practical problems and encourage involvement in meaningful science projects.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
4. continued	Encourage brainstorming and accept all solutions as valid. Then have the students evaluate and select relevant solutions.	Brainstorm ways to make the classroom a productive and exciting place in which to work.
5. Encourage creative expression in students.	Provide or encourage involvement in activities that enable students to express ideas, feelings and perceptions.	Music, dance, movement, language and art materials such as paint and clay provide ways for students to express their individuality. Have the students create their own stories or poems. Use drama, movement or music to express ideas in language arts, science or social studies.

SUMMARY

This section has dealt with the developmental changes that occur during early and middle adolescence. Teaching strategies are presented for the early adolescent period in the areas of social/emotional, physical and intellectual and creative growth. Ideas to enhance intellectual and creative growth are provided.

3. MEETING INDIVIDUAL DIFFERENCES

Students experiencing difficulty with either the organizational or developmental aspects of transition are considered to be "at-risk." Those who underachieve academically or require more time to consolidate basic skills and knowledge need to be identified and receive either individualized teaching strategies or special group programs. Similarly, gifted students may need the opportunity to experiment and enrich their academic programs. The document, **Secondary Education in Alberta: Policy Statement, June 1985,** states that, "The segregation of junior high school students on the basis of achievement alone should be discouraged." Junior high schools should not be used to stream students, but rather to assess competency and need, to expand options and to provide a diversity of experiences.

Teaching strategies and approaches for students requiring assistance or enrichment must involve a team of professionals, must be student centred and should take into account the learning needs and style of the learner. Programs need to be diverse, flexible and able to combine several approaches. They need to be modified to accommodate student needs and developmental patterns. Professionals involved with these students must have the ability to adapt to the changes dictated by this diverse group. Communication and involvement on the part of parents, students, teachers, administrators and consultants are key components of a successful delivery system.

Emphasis should be placed on the need for careful assessments, monitoring of students' progress, systematic observations, regular reviews of instructional approaches used, appropriate use of the elective component of courses, appropriate placements and careful follow-up. Coordination of services, combined with team communication and flexibility of scheduling, is essential.

To increase the competency of individual students and reduce the risk of underachievement, several approaches can be implemented, either separately or in combination. Some general strategies include:

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
1. Diagnose students' strengths and weaknesses.	Use observation techniques and record observations systematically. Develop a folder of work samples.	Long term observations can provide accurate developmental and diagnostic information about students' skills, abilities and interests. Examples of informal classroom assessment and observation procedures can be adapted from **Learning Disabilities: A Resource Manual for Teachers**,[5] available from Alberta Education (pp. 3-10 to 3-12).
	Use pre- and post-testing with criterion-referenced instruments.	By assessing students' entry level skills, instruction can be tailored more specifically to their needs.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
1. continued	Use informal error analysis procedures.	Task analyze to see how a student has proceeded in order to arrive at an error; for example, is the problem a conceptual one, a careless one or a visual reversal?
	Use diagnostic tests such as informal inventories in reading and mathematics.	The **Diagnostic Reading Program**[6] developed by Alberta Education is a reading inventory that is normed on an Alberta population in Grades 1-6. Commercial materials exist for this as well.
	Analyze and study student cumulative records.	
2. Develop a student profile.	From diagnostic information, develop a listing or profile of the students' strengths, weaknesses and interests as the basis for planning instruction.	Using a checklist is a first approximation of a profile. A profile should consist of information in at least four areas (some examples of items within each category are given): (a) Academic: written expression, knowledge retention, the ability to select and organize material appropriately. (b) Practical skills: the application of knowledge, oral skills, some investigative skills, tacit understanding. (c) Social skills: communication and relationships, working in groups, initiative, responsibility, self-reliance and leadership. (d) Personal resources: some examples of this are motivation, commitment, perseverance and self-esteem. The profile should be discussed with both student and parent(s)/guardian in development of the instructional plan. Parental support or peer tutoring can greatly assist the instructional plan and can, in fact, form a part of it.

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
3. Increase individualization of instruction.	Use diagnostic/prescriptive teaching techniques.	Smith (1983)[7] gives the eight steps in this approach.
4. Vary the conditions for learning.	Use a tutorial approach. Adult volunteers and peer tutors are two possibilities.	The tutorial approach incorporates regular curriculum materials, emphasizes a minimum standard of performance and provides the student with immediate support and attention.
	Use cooperative learning techniques.	Cooperative techniques can enhance the students' achievement and self-esteem. Cooperative learning is described in **Learning Together and Alone.**[8]
	Use a variety of formats to present materials in ways that will facilitate student understanding.	Use audiovisual presentations, taped lectures, oral delivery of tests and highlighting of textbooks.
5. Teach students "how to learn."	Teach students thinking skills and strategies.	A number of programs are available for teaching thinking. See **Teaching Thinking.**[9] Teaching thinking strategies can begin with a more extensive version of study skill instruction with extra guided practice.
	Use instructional materials that spell out a step-by-step process of problem solving.	A variety of instructional approaches to assist students experiencing difficulties in language and mathematics are outlined in the document **Learning Disabilities: A Resource Manual for Teachers.**[5]
6. Refer students to the school counsellor if personal or academic difficulties persist.		

To provide enrichment for the gifted student the following approaches are suggested:

WHAT TO DO	HOW TO DO IT	EXPLANATION OR EXAMPLES
1. Challenge the student to go beyond the required component of courses.	Provide opportunities for the student to explore matter in greater depth.	Delivery modules, key teaching areas and recommended instructional materials are outlined in two Alberta Education documents, namely, **Educating Gifted and Talented Students: A Resource Manual for Teachers (1986)**[10] and **Handbook of Instructional Materials for Education of the Gifted and Talented (1986).**[11]
	Provide opportunities for the student to experiment with alternative problem-solving approaches.	

SUMMARY

This section has provided ideas for teachers assisting students considered to be "at-risk." Unless these students are identified and given additional attention, they may not be able to continue successfully in the secondary school.

SUMMARY OF DOCUMENT

This document has dealt with the concept of transition as a process of development from childhood to adolescence and as a movement from one school level or system to another. Many suggestions have been made regarding how teachers and administrators can ease the process of transition for the adolescent student. These are intended to be used as guidelines for the implementation of individualized and group programs responsive to student needs. Transition will also be addressed in revised curriculum guides for junior high courses and, potentially, in future support documents.

REFERENCES

(1) **Secondary Education in Alberta: Policy Statement, June 1985.** Alberta Education, 1985.

(2) **Students' Thinking: Developmental Framework, Cognitive Domain.** Alberta Education, 1987.

(3) Ireland, R.J. **Responding to Reading, Level A: Teacher's Edition.** Don Mills, Ontario, 1981.

(4) Robinson, S.D., S.D. Bailey, H.D. Cruchley and B.L. Wood. **Bridges I.** Scarborough, Ontario: Prentice-Hall, 1985.

(5) **Learning Disabilities: A Resource Manual for Teachers.** Alberta Education, 1987.

(6) **Diagnostic Reading Program.** Alberta Education, 1986.

(7) Smith, C.K. **Learning Disabilities: The Interaction of Learner, Task, and Setting.** Toronto: Little Brown and Company, 1983.

(8) Johnson, D.W. and R.T. Johnson. **Learning Together and Alone.** Englewood Cliffs, N.J.: Prentice-Hall, 1975.

(9) Nickerson, R., D. Perkins and E. Smith. **Teaching Thinking.** New York: Academic Press, 1985.

(10) **Educating Gifted and Talented Students: A Resource Manual for Teachers.** Alberta Education, 1986.

(11) **Handbook of Instructional Materials for Education of the Gifted and Talented.** Alberta Education, 1986.

APPENDIX A

CHECKLISTS FOR TEACHERS AND PRINCIPALS

1. School Environment: Elementary to Junior High School

Within the larger environment of the school, I ease the transition process of the students by:

_____ sharing information, concerns, issues and ideas with teachers and administrators in the feeder schools

_____ providing opportunities for elementary students to develop academic skills that will be required in junior high

_____ communicating with teachers and administrators at the elementary level regarding what is expected of students at the junior high level

_____ communicating with parents regarding academic expectations at the junior high level

_____ providing opportunities for secondary teachers to know their students better

_____ using home rooms

_____ using a teacher-advisor system

_____ providing the necessary planning and counselling programs that take into account student needs, abilities and interests

_____ providing complementary courses appropriate for exploration at the Grade 7 level

_____ providing comprehensive guidance and counselling services to assist students in personal, educational and career decisions

_____ providing inservice sessions for teachers on how to facilitate adaptation of students to the new school

_____ arranging "awareness nights" for parents and students

_____ touring incoming students through the school in early spring or May or June and giving them the opportunity to meet the staff and students

_____ assigning new students to a peer or older student who is familiar with the school and willing to help the new student "fit in"

_____ arranging periodic meetings with all new students and their parents to help monitor the success of the students' transition

_____ having school counsellors and/or administrators visit feeder schools two to three times before the end of the school year

_____ placing less emphasis on exploratory courses and more on courses that reflect specific educational, career or recreational interests as students advance

2. Developmental Changes

a. Social/Emotional Growth

Within the classroom, I enhance the social/emotional growth of adolescents by:

_____ suggesting and initiating activities that highlight the strengths and abilities of students and contribute to positive self-concepts

_____ providing positive feedback and constructive criticism for student efforts

_____ accepting student strengths and weaknesses

_____ suggesting that students discuss personal matters with a teacher and/or the school counsellor when necessary

_____ incorporating "peer support counselling" into the program

_____ discussing openly the social and emotional changes that adolescents experience

_____ providing a framework for open and exploratory discussions

_____ discussing appropriate ways to express emotions, such as sports, vigorous exercises, creative arts and debate

_____ discussing the pros and cons of expressing emotions in various ways

_____ providing an accepting, safe, consistent and non-judgmental atmosphere in the classroom

_____ using dialogue journals as a forum for students' expressive language

_____ providing instruction in polite and constructive ways to redress injustice, such as assertiveness training

b. Physical Growth

Within the classroom, I enhance the physical growth of adolescents by:

_____ being aware of the physical changes that adolescents experience

_____ taking physical changes into account when planning classroom activities

_____ discussing the physical development and changes in adolescence when appropriate

_____ encouraging involvement or providing activities for a variety of strength and endurance levels

_____ encouraging students to discuss perceptions of their physical changes and to pursue activities that will enhance developing strengths and abilities

_____ providing or encouraging involvement in a variety of activities including personal fitness programs, team and individual sports

_____ encouraging students to pursue physical activities that provide a sense of accomplishment and success

_____ providing or encouraging involvement in activities that introduce many physical fitness possibilities

_____ providing or encouraging involvement in a variety of team and group sports activities

_____ establishing and maintaining an intramural program

c. Intellectual and Creative Growth

Within the classroom, I enhance the intellectual growth of adolescents by:

_____ using previously learned principles and concepts to build new concepts and knowledge

_____ designing learning activities that provide concrete representations of abstract concepts

_____ basing learnings on the manipulation of tangible objects and the use of simple abstractions

_____ involving students in direct experience as much as possible

_____ allowing students to practise language skills, both written and oral, and encouraging creative expression whenever possible

_____ using community resource people to reinforce new ideas and experiences

_____ using classifying, ordering and networking to explain simple and complicated concepts

_____ limiting the number of concepts and elements presented at one time

_____ presenting the elements of a concept in a sequence, linking each element to the one previously learned

_____ ensuring that discussions of the past and future include links to the present

_____ using a variety of instructional methodologies and evaluation techniques

For students entering middle adolescence, I enhance their intellectual growth by:

_____ having students propose hypotheses, analyze possibilities, propose alternatives and critique results

_____ presenting material in the form of questioning, analyzing, disussing and debating, rather than lecturing

I enhance the creative growth of adolescents by:

_____ recognizing and appreciating the creativity in students

_____ asking "open-ended" questions that generate more than one answer

_____ posing problems that have multiple solutions

_____ encouraging creative skills such as brainstorming

_____ providing or encouraging involvement in activities such as music, dance, language, movement and visual arts

3. MEETING INDIVIDUAL DIFFERENCES

I assist the student to consolidate or enrich basic skills by:

_____ using diagnostic instruments to assess competency

_____ using the elective component of core and complementary courses to provide time for some students to consolidate the basic skills and for others to expand skills

_____ bringing resource persons into the classroom

_____ grouping students within the classroom who have similar academic needs

_____ using a variety of formats to present material in ways that will facilitate student understanding

_____ using instructional materials that spell out a step-by-step process of problem solving

_____ providing opportunities for students to explore subject matter in greater depth

_____ providing opportunities for students to experiment with alternative problem-solving approaches

_____ discussing social rules, peer and parental expectations and how these contribute to the development of personal values and ethics

_____ encouraging students to evaluate critically all aspects of a value issue

APPENDIX B

GLOSSARY OF TERMS

This glossary is intended to provide explanations of a few terms used in this document which may be unfamiliar to some readers. No attempt has been made to create detailed definitions.

1. **Articulation** - a deliberate, systematic process specifically designed to ensure the continuity of learning experiences for children from Early Childhood Services through Grade 6. New learning experiences are built on and coordinated with earlier knowledge and skills to achieve meaningful, continuous and cumulative learning experiences.

2. **Core Courses** - are those which provide students with the skills, knowledge and attitudes they must have in order to function effectively in society.

3. **Complementary Courses** - provide opportunities for developing and cultivating the unique talents, interests and abilities of students.

4. **Required Component** - contains the knowledge, skills and attitudes that all students should be expected to acquire.

5. **Elective Component** - provides enrichment, additional assistance for those students having difficulty with the required material, or opportunities for innovation and experimentation within individual schools.

6. **Mentorship Programs** - programs that use people knowledgeable in a particular area of interest to challenge and encourage students' thinking. Usually, local experts from the community at large are approached and asked to become student mentors. Thus, the whole community is recognized as a domain for learning. Objectives include:
   a. providing student contact with local experts
   b. facilitating parent education and communication
   c. extending peer contacts for gifted children.

7. **Peer Support Counselling** - a support group made up of students who help other students identify, reflect on and solve problems. Team members are not there to give advice but to listen, encourage and refer students with special problems to appropriate professionals. Reaching out to students with concerns and problems, peer support improves the health of students and the school environment.

8. **Teacher-Advisor System** - this system assigns a group of students to one home room teacher for the duration of the junior high school years. This teacher is the key contact in the school for the student and parents, acting in the capacity of advisor, or advocate, when appropriate.

9. **Peer Tutoring** - a student dyad, in which one student assists another needing help in a specific area. The student tutors should have specific training in helpful tutoring strategies. Cross-grade tutoring often works well, such as an average Grade 9 student assisting a weaker Grade 7 student.

10. **Cooperative Learning** - in a learning situation, interaction among students characterized by positive goal interdependence with individual accountability. Positive goal interdependence requires acceptance by a group that they "sink or swim together"; that is, each student is responsible for the learning of all students in the group.

11. **Integration of courses** - integration among subject area courses can be accomplished through either the content dimension or the process skill dimension. Content integration refers to the use of a theme as a vehicle for teaching concepts from several subject areas. Process skill integration involves systematizing the use of communication, thinking or other skills throughout several subjects. "Language across the curriculum" is one example of this.

APPENDIX C

SELECTED ANNOTATED BIBLIOGRAPHY

1. School Environment

AADAC. **Peer support, teacher's resource.** 1986.

This is a practical and comprehensive resource describing what peer support is and how to get a program going. It includes lists of resources and the necessary forms in a ready to duplicate format.

Purkey, Stewart C. and Susan Degen. Beyond effective schools to good schools: some first steps. **R & D Perspectives**, Spring, 1985.

Purkey, Head of Secondary Education at The University of Oregon, reviews the conclusions of the effective schools research and incorporates these findings into his own definition of a "good school." As well as offering thirteen characteristics of good schools as a guide, he presents steps for school and district personnel to use in formulating plans to foster good schools. Purkey emphasizes that a positve and supportive environment needs to pervade the entire organization in order for change to occur successfully. This is a thoughtful and practical guide for those interested in making their school a "good" one.

Purkey, Stewart C. and Marshall S. Smith. School reform: the district policy implications of the effective schools literature. **The Elementary School Journal**, January, 1985, **5** (3), 353-389.

In a comprehensive article, the authors review the issues, research and literature on school effectiveness. They find that the most productive and lasting efforts in achieving school improvement rely heavily on collegial collaboration and shared decision making which is fostered in an encouraging and supportive environment. Drawing upon their findings, the authors recommend a model which can be used as a guide for school improvement projects.

Staton, Jana. Writing and counselling: using a dialogue journal. **Language Arts**, May, 1980, **57** (5), 514-518.

Describes the process of journal writing from a theoretical perspective, although with examples given from Grade 6.

2. Developmental Changes

Alberta Education. **Students' thinking: developmental framework cognitive domain.** Edmonton, 1987.

This document describes students' thinking during the schooling years. In particular, it describes the kind of thinking used by junior high students, concrete operational thinking. How to move students to abstract thinking is also addressed.

Bellanca, J. and T. Johnson. **Choices: learning to say no.** 1986.

This program focuses on peer resistance and decision-making skills. It is available from Illinois Renewal Institute, Inc., 200 Wood Street, Suite 250, Palatine, Ill. 60067.

Bibby, Reginald W. and Donald C. Posterski. **The emerging generation: an inside look at Canada's teenagers.** Toronto: Irwin Publishing, 1985.

This book disseminates the results and the message of the 1984 survey, "Project Teen Canada," which focussed on teenagers fifteen to nineteen years of age. Using information gathered from the survey, the authors hope to make adults aware of their suppression of adolescent emergence and therefore more sensitive and responsive to it.

Elkind, David. **All grown up and no place to go: teenagers in crisis.** Reading, Massachusetts: Addison-Wesley Publishing Co., 1984.

Adolescence is considered an important period for developing a secure sense of self. David Elkind discusses the effects of imposing premature adulthood upon today's adolescents, just at the stage of development which they actually need more security and less stress. Well organized and complete with case studies, this is a valuable book for those who live and work with preteens and teens.

Guidance Centre, University of Toronto. Theme issue: developing self-esteem. **Guidance and Counselling,** January, 1987, **2** (3).

Articles in this issue deal with the nature and importance of self-esteem, but also include specific ways to build self-esteem. The Kozley and Brophy article lists helpful suggestions for 28 areas in which self-esteem can be developed.

Hanf, M.Buckley. Mapping: A technique for translating reading into thinking. **Journal of Reading,** January, 1971, **14**, 223-230.

Mapping is a technique for transforming information from a verbal to a visual format. This ensures understanding and helps retention. This is the original reference to the concept mapping technique. It gives a clear description of the technique. Numerous people have since developed adaptations of this technique, including Tony Buzan.

Ireland, Robert J. **Responding to reading, level A.** Don Mills Ontario: Addison-Wesley, 1981.

The first theme unit in this text, "Mirror, Mirror," can be used to initiate discussions of many kinds. The text is currently available through the Learning Resources Distributing Centre.

Kimmel, Douglas C. and Irving B. Weiner. **Adolescence: a developmental transition.** Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1985.

This is designed as a textbook for use in adolescent psychology courses. Incorporating current research and selected studies, it provides thorough and extensive coverage of adolescence from several different perspectives.

Kintsch, Lenore A. Journal Writing. **Reading Teacher**, November, 1986. **40** (2), 168-172.

Desribes stages of writing development through elementary school. The article can be helpful to secondary teachers in understanding the elementary base students come from, as well as for what can be adapted in junior high.

Masters, Lowell F. and Allen A. Mori. **Teaching secondary students with mild learning and behavior problems.** Rockville, Maryland: Aspen Systems Corporation, 1986.

Masters and Mori have designed an instructional resource for those who are involved in educating mildly handicapped adolescents (defined by the authors as those individuals capable of being mainstreamed, who manifest cognitive, affective, and/or psychomotor disabilities to such a degree that it renders them handicapped in mainstream environments and results in their need for special assistance). In order to provide a broad focus for special educators, this work offers a comprehensive coverage of educational approaches, specific instructional methods, techniques and materials for special programs, guidelines for assessment and evaluation, and discussion of relevant current and administrative issues.

Mitchell, John J. **The nature of adolescence.** Calgary: Detselig Enterprises Ltd., 1986.

John Mitchell discusses the maturation and growth of adolescents and the problems which may ensue during this period of development. As well as providing a general overview of the adolescent years, the author also addresses specific issues such as stress, identity problems, and sexuality.

National Education Association. **Decision making skills for middle school students**. Washington, D.C.: National Education Association Professional Library, 1985.

This program focuses on decision making, curriculum design for decision making, teaching strategies. It is available from National Education Association Professional Library, P.O. Box 509, West Haven, CT06516 for a cost of $7.95 U.S.

Palomares and Assoc. **Innerchoice: A drug, alcohol abuse and smoking prevention program**. (date unavailable).

This program includes the Innerchange curriculum, which is based on group interaction to foster cognitive and effective development. It is available from Palomares and Associates, P. O. Box 1577, Spring Valley, CA 92077 for a cost of $24.95 U.S.

Robinson, Sam. **Bridges I.** Scarborough, Ontario: Prentice-Hall, 1985.

This text contains a chapter (#3) on writing journals. It is currently available through the Learning Resources Distributing Centre.

Singer, Harry and Dan Donlan. **Teaching and learning from text.** Boston Mass.: Little Brown, 1980.

This text is designed for teachers and provides a comprehensive overview of methods and strategies for teaching reading in all the content areas, with explicit examples for each subject. It includes much useful information for helping students, including using multiple levels of texts and a version of concept mapping called semantic hierarchy.

3. Meeting Individual Differences

Alberta Education. **Educating gifted and talented students in Alberta: a resource manual for teachers.** Edmonton: Alberta Education, Special Educational Services, 1987.

This resource manual, a result of a recommendation of the Minister's Task Force on Educating Gifted and Talented Pupils in Alberta (1983), is intended for use by teachers, school administrators, school trustees, and parents. Comprehensive, practical and well-organized, this manual provides an overview of the concepts of giftedness, and deals with the details of planning, implementing and evaluating services at the local school and jurisdictional level. Furthermore, it discusses identification procedures, key curriculum and teaching areas, and student and program evaluation. Well illustrated with relevant models, graphs, charts and cartoons, this manual is a necessary and useful resource for those who work with the gifted.

Alberta Education. **Learning disabilities: a resource manual for teachers.** Edmonton, 1986.

This book is intended as a basic textbook for students and practitioners in the field of middle school education. The authors emphasize the significance of the interrelationship of organization, facility, curriculum plan, instruction, and student services to serve the unique needs and characteristics of children in transition.

Alexander, William M. and Paul S. George. **The exemplary middle school**. New York: Holt Reinhart and Winston, 1981.

This book is intended as a basic textbook for students and practitioners in the field of middle school education. The authors emphasize the significance of the interrelationship of organization, facility, curriculum plan, instruction, and student services to serve the unique needs and characteristics of children in transition.

Costa, Arthur L. **Developing minds: a resource book for teaching thinking.** Alexandria, Virginia: Association for Supervision and Curriculum Development, 1985.

Covering K-12, this book focuses on teaching behaviours, strategies and programs for teaching thinking. It contains a wide variety of information about thinking and is written in an understandable way.

Curtis, Thomas E. and Wilma W. Bidwell. **Curriculum and instruction for emerging adolescents.** Reading, Mass.: Addison-Wesley Publishing, 1977.

The purpose of this text is to present a curriculum and instruction focus to the education of adolescents in transition. The authors stress the importance of a systematic plan for achieving flexible, but balanced programs which include alternatives to meet individual needs of individual learners.

Johnson, D. W. and R. T. Johnson. **Learning together and alone.** Englewood Cliffs, N.J.: Prentice-Hall, 1975.

The Johnson brothers describe cooperative learning techniques in this book. It is practical and oriented to getting teachers started in using cooperative, competitive and individual skills appropriately.

Johnson, David et al. **Circles of learning: cooperation in the classroom.** Alexandria, Virginia: Association for Supervision and Curriculum Development, 1984.

This book focuses on the implementation of cooperative learning and how to teach students those skills. Again, an easy-to-read-and-get-going book.

Mccarthy, Bernice. **The 4 mat system: teaching to learning styles using right-left mode techniques.** Oat Brook, Illinois: Excel Inc., 1980.

This book explains a technique called the Planning Wheel which allows teachers to vary methodology in practical ways for different learning styles. It makes teaching to individual needs possible and practical. Sample lessons are given for all subject areas and grade levels.

Nickerson, R., D. Perkins and E. Smith. **Teaching thinking.** New York: Academic Press, 1985.

This book reviews various thinking skills programs. It discusses in a general way how one goes about improving thinking, and includes teaching strategies which can help the transition from concrete to formal operations.

Nielsen, Linda. **How to motivate adolescents: a quick guide for parents, teachers and counsellors.** Engelwood Cliffs, New Jersey: Prentice-Hall, 1982.

Integrating practical ideas from several disciplines, Linda Nielsen stresses the importance of the interactions and structure which should be provided to motivate adolescents to achieve academically.

Osborne, Ken. **Middle years sourcebook: some suggestions for the education of early adolescents.** Province of Manitoba, Department of Education, 1984.

This booklet from the National Commission on Resources for Youth describes an innovative program which involves early adolescent youth in their community. While stressing the importance of quality adult supervision and guidance, it builds upon the unique range of abilities and the creativity and inventiveness of early adolescents to help them contribute significantly to their community environment.

Smith, C. K. **Learning disabilities: the interaction of learner, task, and setting.** Toronto: Little Brown and Company, 1983.

This book gives a general background to the field of learning disabilities and contains useful tips and references for teaching strategies which can be adapted to all students.

Weber, Kenneth J. **Yes they can! a practical guide for teaching the adolescent slower learner.** Toronto: Methuen Publications, 1974.

Kenneth Weber presents, with empathy and awareness, the many aspects of teaching adolescent slow learners. He recommends a style of curriculum and outlines a series of very practical needs of this age group. These techniques are useful for more than slow learners. Useful case studies, practical examples, and bibliographies are included.

Wiles, Jon and Joseph Bondi. **The essential middle school.** Columbus, Ohio: Charles E. Merrill Publishing Co., 1981.

The authors provide all the information necessary to plan a middle school (Grades 6 to 8): the rationale for a middle school, the implementation of programs and the evaluation of the middle school. The development of appropriate programs and organizational structures for the emerging adolescent is discussed and illustrated with many practical explanations and examples. This book is a very useful tool for teachers, administrators, parents and others who work with the adolescent in transition.